



Chapter for Teachers and Instructional Leaders

Teachers' and Instructional Leaders' Role in ESEA Title III, Part A

Teachers and instructional leaders, including principals and other school leaders, have a critical role in ensuring that students with Limited English Proficiency (LEPs) develop high level of academic attainment in English, and meet the same challenging state academic contents as their peers. In their day-to-day work with LEPs in the classroom, they are in the forefront of providing direct instruction and services.

An LEP student in D.C. is classified according to the federal government definition as described in the Elementary and Secondary Educational Act of 1965, as amended by the No Child Left Behind Act of 2001 (Pub. Law 107-110).

An LEP student is classified as one:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant

OR

- (ii) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and
- (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

- D. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual –
 - (i) the ability to meet the State's proficient level of achievement on State assessments (DC Comprehensive Assessment System);
 - (ii) the ability to achieve successfully in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.



EL Program Elements and Process

There are eight basic steps that LEAs must take to identify and assess LEPs, provide instructional programming, and ensure program effectiveness. These steps are described in detail on the following pages, but first they are summarized below to provide a complete picture of the process that each LEA should undertake.

STEP 1:	Educational Approach The LEA selects a sound educational approach for providing English language development and meaningful program participation for its students.
STEP 2:	Identification The LEA identifies all students potentially eligible for English language development services.
STEP 3:	Assessment The LEA assesses each identified potential LEP student for English language proficiency.
STEP 4:	Placement and Services The LEA provides students who are identified as Limited English Proficient (LEP) with a program of services consistent with its chosen educational approach.
STEP 5:	Staffing and Resources The LEA provides the necessary resources and qualified staff to implement its educational approach.
STEP 6:	Transition and Exiting The LEA uses criteria set by OSSE to determine when a student has sufficient English language proficiency and exit him or her from the program.
STEP 7:	Monitoring The LEA monitors former LEPs' progress for two years after they exit the program.
STEP 8:	Program Evaluation The LEA evaluates the success of its educational approach periodically and make modifications, as necessary.



STEP 1: Educational Approach

Each LEA first should select an educational approach. There are several different approaches to educating LEPs. In D.C., five English as a Second Language (ESL) and bilingual programs have been chosen based on the needs of the District's student population and are considered to be sound by experts in the field. The programs have also been designed to meet the varying needs and grade levels of students across English proficiency levels.

ESL and bilingual program model include:

- **Two-Way/Dual-Language Bilingual Program:** In this program model, all students develop literacy skills in their native language while simultaneously learning a second language. Students are expected to master content and language in both languages. Research shows that building upon the home language makes students more successful in English.
- **Inclusion/Collaborative Teaching:** The bilingual/ESL teacher and the general education teacher collaboratively plan instruction based on students' strengths and needs. Instruction takes place predominately in the general education classroom with both professionals present and participating. On some occasions, students may be taken to a different classroom for instruction, a decision made by both professionals during collaborative planning.
- **Content-Based ESL:** In the Content-Based ESL program for teaching English to speakers of other languages, the academic content areas (i.e., English/language arts, math, science, and social studies) are used as the vehicle for language learning. The emphasis on these classes is on the development of the cognitive- academic skills needed to succeed in sheltered English and mainstream content-area instruction. The system's content and performance standards serve as the curriculum foundation for the ESL content study. Native language support is provided when necessary, and when possible, to facilitate the acquisition of both English language skills and content knowledge.
- **Newcomer Oral Language and Literacy Program:** This program focuses on students with limited formal school experiences and promotes the development of language skills necessary to function in the new culture of the U.S. school and society. The emphasis is primarily on developing communicative competence. Students develop literacy in the native language as they develop literacy in English. This program is designed for students who have limited, formal school experiences.
- **Sheltered Content Program:** In this instructional model, students are presented with skills and concepts that are equivalent to those taught in mainstream content courses. Instruction is adapted to ensure comprehension and to allow students to respond to, and report on, the material studied. Teachers must be dual-certified in the content area and in bilingual/ESL.



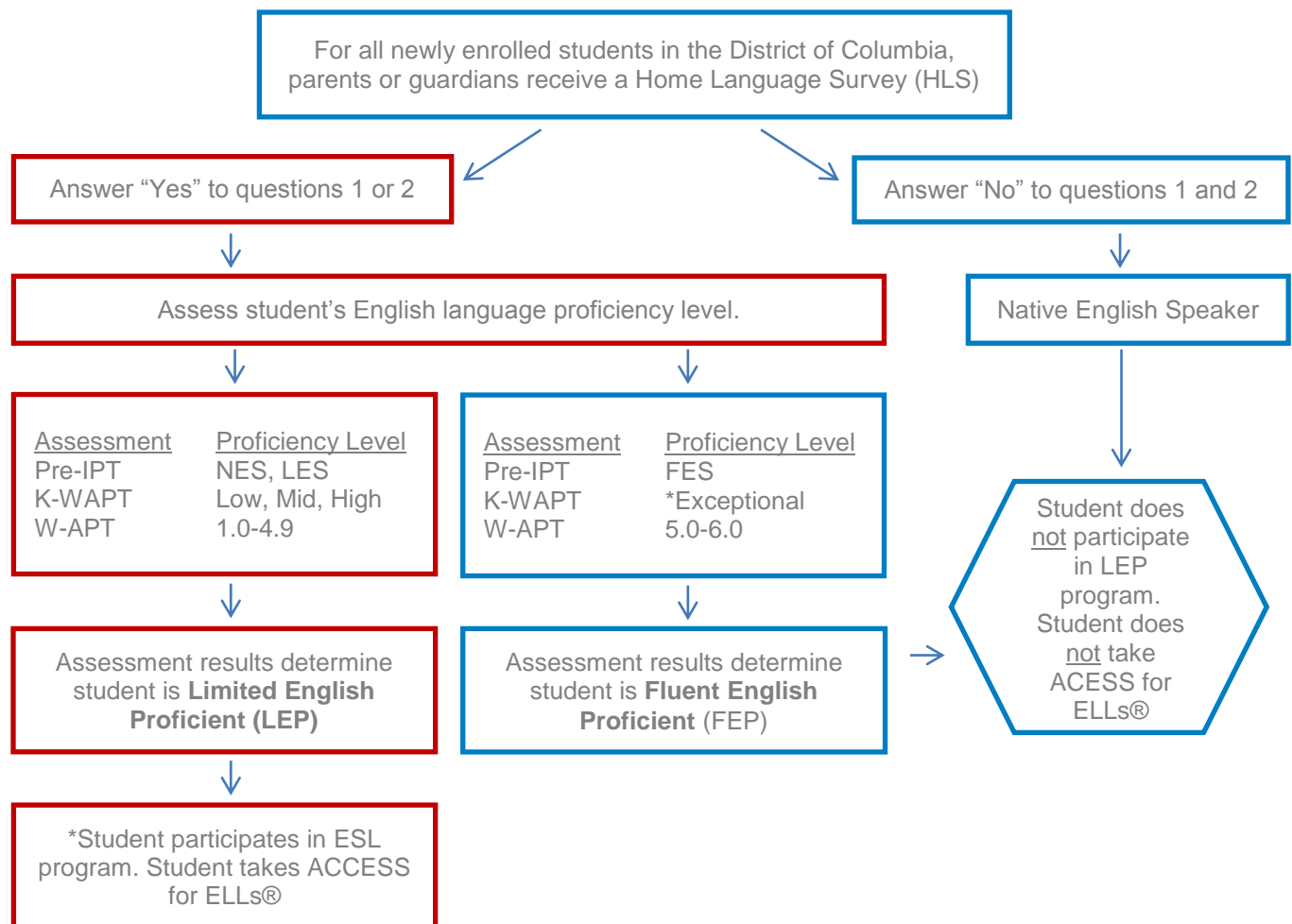
STEP 2: Identification

The term “immigrant children and youth” refers to individuals who are aged of 3 and 21; were not born in any State; and have not been attending one or more schools in any one or more States for more than 3 full academic years. The initial step LEAs must take in serving immigrant students is to identify all students who are potentially eligible for English language services. To identify these students, an LEA must administer a Home Language Survey (HLS) to the parents of all students at the time of enrollment.

As part of the application process, the U.S. Department of Education, Office of Civil Rights and the U.S. Department of Justice requires that LEAs distribute a Home Language Survey*: (HLS) to the parent(s) of all students at the time of enrollment. The HLS asks three questions:

- Is a language other than English spoken in your home?
- Does your child communicate in a language other than English?
- What is your relationship to the child?

If the parent or guardian’s response to either of the first two questions is “Yes,” the LEA must assess the student’s English language proficiency (ELP) with an English proficiency assessment. Any student identified as not proficient on the English proficiency assessment is entitled to ESL or bilingual language services. The flow chart below the identification and assessment process:



*A copy of the OSSE Home Language Survey is included in Appendix 1.D

LEP students whose parents have waived LEP services **MUST be assessed on the English language proficiency test until they are proficient in English with a composite score of 5.0 or above.



STEP 3: Assessment

If it is determined through the Home Language Survey (HLS) that a language other than English is spoken in the home and/or the student communicates in a language other than English, the LEA must assess the student's proficiency with the English language using a developmentally appropriate and District-approved measure. Developmentally appropriate measures, which can vary by age, may include observations, teacher judgment, or parent recommendations.

OSSE and all LEAs in D.C. use the assessment, Assessing Comprehension and Communication in English State-to-State for English Language Learners® (ACCESS for ELLs®). ACCESS for ELLs® is an English language proficiency assessment for grades K–12 in the domains of Listening, Speaking, Reading, and Writing. OSSE administers this assessment to D.C. students once annually in the spring.

If a student has transferred from another school in D.C. or elsewhere in the U.S., contact OSSE to request the student's previous ACCESS for ELLs® scores. If the scores are not available or if the student is new to the country, the LEA will need to assess the student using an English language proficiency assessment. The following assessments can be used to determine English language proficiency:

Assessment Tool	Age/Grade	Levels	Proficiency Status
Pre-IPT	Age 3	NES, LES, FES	NES, LES = Limited English Proficient (LEP) FES = English Proficient (EP)
K-WAPT	Ages 4–6	Low, Mid, High, Exceptional	Low, Mid, High = LEP Exceptional – EP
W-APT	Grades 1–12	1.0 to 6.0	1.0 – 4.9 = LEP 5.0 – 6.0 = FEP

Students who are assessed and determined to not have full English language proficiency are considered to be LEP. These students, by law, are entitled to ESL or bilingual language services.



OSSE uses the following process to identify and assess English learners within the District:

If the student is new to the country

1. Parent/Guardian completes the Home Language Survey. If the parent/guardian answers "Yes" to any question in the survey, proceed to Step 2.
2. Student receives English language proficiency assessment (W-APT/K-WAPT, MODEL, or Pre-IPT).
3. School receives ACCESS for ELLs scores from OSSE. The student's English language proficiency results determine EL program services and placement. If the overall composite score is below level 5.0, the student requires EL program services.
4. School provides research-based EL program services.

If the student is transferring another D.C. school

1. Parent/Guardian completes Home Language Survey. If parent/guardian answers "Yes" to any question in the Home Language Survey, proceed to Step 2.
2. Contact OSSE to obtain the student's ACCESS for ELLs scores. To request scores, provide the following information to OSSE: student's name, ID number, birth date, and previous school name.
 - a. If ACCESS for ELLs scores are available for the student, OSSE will provide you with that information and you do not need to assess the student.
 - b. If ACCESS for ELLs scores are not available, you will need to assess the student using the English language proficiency assessment (W-APT/K-WAPT, MODEL, Pre-IPT).
3. School receives ACCESS for ELLs scores from OSSE. The student's English language proficiency results determine EL program services and placement. If the overall composite score is below level 5.0, the student requires EL program services.
4. School provides research-based EL program services.

If the student is transferring from another state

1. Parent/Guardian completes Home Language Survey. If parent/guardian answers "Yes" to any question in the Home Language Survey, proceed to Step 2.
2. Contact OSSE to obtain the student's ACCESS for ELLs scores. To request scores, provide the following information to OSSE: student's name, ID number, birth date, and previous school name.
 - a. If ACCESS for LEPs scores are available for the student, OSSE will provide you with that information and you do not need to assess the student.
 - b. If ACCESS for LEPs scores are not available, you will need to assess the student using the English language proficiency assessment (W-APT/K-WAPT, MODEL, Pre-IPT).
3. School receives ACCESS for ELLs scores from OSSE. The student's English language proficiency results determine EL program services and placement. If the overall composite score is below level 5.0, the student requires EL program services.
4. School provides research-based EL program services.



STEP 4: Placement and Services

Based on the data collected during the identification and assessment process (steps 2–3), students identified as LEP should be placed in an ESL or bilingual education program.

Parent Notification*: Once students have been identified as an LEP and placed in an ESL or bilingual program, the parent(s) of the child must be notified of the student's entry into the program within two weeks of identification. Parents have the right to refuse the ESL or bilingual education program, but must do so within 30 days of receipt of the notification. The parent's decision to refuse entry does not change the LEP status of the student. If service is refused, LEAs should work directly with the parents to ensure that they understand the purpose of the service and the risk to the student. If the parent(s) understand the service yet still refuses, the student must be removed from ESL or bilingual program. The parents must express their refusal of ESL or bilingual services in writing.

Records of Program Entry: When a student begins the ESL or bilingual program, a start date should be noted in the student's record. If the student begins receiving service and is then withdrawn from the service after parent notification, the start date should also be removed from the student's record.

Program Models: Consistent with its educational approach, LEAs must provide an instructional ESL or bilingual program to students who are identified as Limited English Proficient. In all program models, the LEA must ensure that LEPs are held to the same high standards as all students. Additionally, the LEA must determine who, when, and how often ESL or bilingual services will be provided.

STEP 5: Staffing and Resources

To provide LEPs the appropriate English language acquisition program, LEAs have a responsibility to ensure that needed resources exist and school staff has the skills and capacity to implement the program. Resources may include instructional staffing (e.g., teaching assistants), instructional equipment, and materials. Additionally, the LEA must ensure instructional staff has the educational expertise and qualifications to implement services. This may include efforts to recruit and hire highly qualified staff, as well as identify and provide needed professional development.

Examples of professional development activities designed to meet the needs of educators who serve LEPs include induction programs for new teachers; faculty development for content teachers and administrators; career ladder programs for paraprofessionals; and certification-oriented coursework for English Language development specialists.

STEP 6: Transitioning and Exiting

Once a student reaches a level of English proficiency that no longer prevents him or her from fully accessing the curriculum, the student may exit the ESL or bilingual instructional program.

The decision to exit the program should be based on multiple, developmentally appropriate measures, including ACCESS for ELLs® and the D.C. Comprehensive Assessment System (DC CAS) in reading and mathematics. An overall composite score of 5.0 or more on the ACCESS for ELLs® indicates English language proficiency and is used to trigger a student's reclassification.

Parents/guardians must be notified in writing of the decision to exit a student prior to ending ESL or bilingual services. Once a student exits the program, the LEA must monitor the student's transition and progress.

**Samples of an OSSE Parental Notification letter is located in Appendix 1.F*



STEP 7: Monitoring

After transitioning students from an ESL or bilingual program, the LEA must monitor the success of former students for two years. Monitoring services ensure that every student who is exited from ESL or bilingual program is successful in the general education program of the school.

LEAs should have a process and monitoring document* stating how often students will be monitored and what information will be reviewed to measure success. If a student is not successful, the LEA should determine whether the cause is language proficiency, academics, or other, and have procedures in place to assist these students.

STEP 8: Program Evaluation

All LEAs should periodically monitor the success of its EL program and make modifications as necessary. Further, OSSE will conduct a review of the program every two years. The scope of the review includes:

- Programs and activities conducted
- Progress in English and in academic content for LEPs and former LEPs in monitoring services
- Attainment in English

Monitoring Tips

The following scenarios demonstrate the need to monitor and provided additional support to exited LEPs:

- A high school student exits at the end of the school year. During the first two terms of the succeeding year, the student's report cards show extremely poor grades.
- A student exited from bilingual/ESL services begins to do poorly in school. Staff mistakenly attributes her low performance to a disability since they see her as English proficient.
- Truancy becomes a problem for a student who had good attendance prior to exiting bilingual/ESL services.

NOTE: These tips have been adapted from District of Columbia Public Schools (2011) Monitoring Guidelines. Washington, DC.

**A monitoring document template can be found in Appendix 1.H*



Best Practices in ESL Programs and Interventions

Although English learners (LEPs) come from many different backgrounds, with varying education levels, there are some common characteristics regarding basic principles of second language acquisition that can assist all teachers in addressing their needs.

Stages	Characteristics	Timeframe	Teacher Prompts and Strategies
Silent/Receptive	Non-verbal, developing listening skills, may respond nonverbally to commands and questions.	0–6 months	<ul style="list-style-type: none"> • Show me... • Circle the... • Where is...? • Who has...?
Early Speech	Uses single words or simple sentences (usually present tense), developing listening skills.	6 months–1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • One- or two-word answers • Lists • Labels
Speech Emergence	Uses language socially, responds with simple sentences, uses some academic language.	1–3 years	<ul style="list-style-type: none"> • Why...? • How...? • Explain... • Phrase or short-sentence answers
Intermediate	Understands and uses more complex sentences, speech contains few errors, understands more academic language.	3–5 years	<ul style="list-style-type: none"> • What would happen if...? • Why do you think...?
Advanced	Uses more fluent speech with limited errors, understands most academic language and abstract concepts.	5–7 years	<ul style="list-style-type: none"> • Decide if... • Retell...

NOTE: This table has been adapted from Minneapolis Public Schools (1998) Reading instruction: Best practices for diverse learners, and was originally published in the English Language Learners Facility Guide, ASCD, 2008.



General Education Classroom Strategies

In addition to implementing appropriate ESL or bilingual programs, the following strategies are recommended for including LEPs in general school programs:

- **General Education Teacher Training:** General education teachers of English Learners should adapt lessons, assignments, and instructional groups to reduce language barriers and to assist LEPs to participate fully in the educational program.
- **Multicultural Environment:** Schools should offer a multicultural environment to which students feel like welcome members of the learning community.
- **Parental Involvement:** Linguistically and culturally diverse parents should feel welcome and must be invited to participate in all educational services through the use of interpreters and translated notices.

Teaching Strategies for LEPs

There are a number of strategies that teachers can use to help students become more proficient in English. These strategies include:

1. **Increased wait time.** All students need sufficient wait time to formulate an answer to a teacher's question. LEPs may need some extra time to process the answer and the vocabulary to express their thoughts in English.
2. **Model correct English.** Don't over-correct. Especially in the early stages of language learning, it is important not to over-correct grammar. Students will get frustrated and be hesitant to speak if they are constantly being corrected. Instead, model the correct English structure to the student. For example, if a student incorrectly says, "He no giving to me the paper." The teacher could model the correct structure, while clarifying meaning: "He didn't give me the paper." Repeat. "He didn't give me the paper."
3. **Simplify your language and use visuals.** During lessons and informal conversations, teachers should employ a variety of techniques to ensure understanding. These include simplifying language, rephrasing, repeating key words/phrases, questioning for comprehension, using body language/gestures, and using visuals (pictures, drawings, maps, graphic organizers, etc.). Speaking loudly and repeating the same words over and over again to a confused student are not effective. Students need comprehensible input to build their own comprehension and speaking skills.
4. **Incorporate a variety of learning styles.** All students learn differently. Present material through a variety of learning styles (i.e., oral, visual, tactile, kinesthetic).
5. **Pair students and use cooperative learning.** For English learners at all stages, as well as for other students, pairing or grouping can be effective methods for promoting language acquisition. Consider a variety of pairing and cooperative learning activities. Some examples are pairing students who share the same home language, pairing students who do not share the same home language, using heterogeneous groups to complete a project, and using centers for small group activities.
6. **Diversify learning activities according to the stages of language development.** Students need multiple opportunities to practice speaking, listening, reading and writing. The teacher has to relate the stage of language development to an appropriate activity depending upon the level of language the activity necessitates. For example, writing captions from illustrations for a book report is appropriate for a low to intermediate level student. However, a more advanced student should be able to write a book report from an outline that has been developed with a peer or a teacher.
7. **Use prior knowledge.** As is the case with all students, using LEPs' prior knowledge and experiences is an important tool. Students may have knowledge of a subject in their home language and only lack the English vocabulary to share this knowledge. Students may have had experiences related to the story or



content material. For example, students may have experienced riding in an airplane. Sharing these experiences may make a story about airplanes more meaningful. Prior knowledge may be tapped through visuals, simplified language, graphic organizers, discussions, or translations of the native language. By using students' prior knowledge and experiences, the content becomes more "real" and comprehensible.

8. **Incorporate the students' languages and cultures.** Using the students' home languages will give them a sense of pride. Teachers may incorporate the home languages in a variety of ways. Consider the "word of the week" in a different language. This word could be incorporated in various activities. Other examples of incorporating different languages include the morning meeting greeting in different languages, parent visitors who teach a topic in the home language, outside visitors who might teach songs, poems, students who teach a song or rhyme in the home language, etc. Students' home cultures can be incorporated through literature, poems, pictures, movies, and field trips. In our multicultural world, all students benefit from learning about different cultures.
9. **Intensive reading support.** If formative assessment data suggests that the English learner may be at risk for reading problems in English, school leaders and teachers should attempt to provide him or her with opportunities to receive additional direct instruction in intensive, structured sessions with small groups of students who have similar skill levels. The types of interventions provided and the amount of time in pullout instruction should be linked to the identified gaps in student knowledge. Especially with emerging readers, interventions should address the five core reading elements: phonological awareness, phonics, reading fluency, vocabulary, and comprehension.

Methods for Assessing Student Progress

By selecting and designating assessments (i.e., rubrics, rating scales, observation checklists, norm-referenced assessments, etc.) that can authentically assess the progress of LEPs and their response to instruction and interventions, school teams can continually inform and support instruction and intervention.

Assessing students' progress can help make teaching more responsive by providing feedback to students, parents, teachers, and administrators in a timely manner and helping team members determine the success of the interventions. Assessment will indicate whether current interventions are sufficient for improving student performance or if a different approach and supports are needed.

Steps for Assessing Student Progress:

- Determine expectations for student progress.
- Determine if students are benefiting from the instructional program.
- Identify students not demonstrating adequate progress. Consider student data disaggregated by language, gender, race, and ethnicity.
- Build culturally responsive instruction/interventions for students in need.
- Compare efficacy of different forms of instruction/intervention and program design.



Assessment Using the ACCESS for ELLs®

The District of Columbia, as a WIDA Consortium Partner, uses the ACCESS for ELLs® English language proficiency test to determine the number and percentage of children making progress and attaining English language proficiency (ELP).

The Composite Overall English Language Proficiency Level is used to define “proficient” in D.C. The test score range is 1.0 to 6.0. For grades K–12, a student who performs at ELP Level 5.0 or above is considered proficient. The composite is weighted as follows: Reading (15%), Writing (35%), Listening (15%), and Speaking (15%). A separate comprehension score is derived from the reading (70%) and listening (30%) results.

The WIDA Consortium English Language Development (ELD) Standards consist of five proficiency levels that outline language development progression in the acquisition of English: Level 1 (Entering), Level 2 (Emerging), Level 3 (Developing), Level 4 (Expanding), and Level 5 (Bridging). The purpose of the aligned ACCESS for ELLs® ELD test is to monitor student progress in English language proficiency on an annual basis and identify when ELL students have attained full language proficiency.

ACCESS for ELLs® is vertically scaled so that interpretation of scores is identical across grade level clusters. Proficiency levels are reported for the four language domains (Listening, Speaking, Reading, and Writing) and four different combinations of language domains, including Comprehension (Listening and Reading). Proficiency levels are presented as whole numbers followed by a decimal. The whole number indicates the student’s language proficiency level as based on the WIDA ELP Standards. The decimal indicates the proportion between the two proficiency level cut scores where the student’s scale score fell, rounded to the nearest tenth.

For the purposes of meeting AMAOs in the domains of Listening, Speaking, Reading and Writing, the District of Columbia has defined progress as increasing by 0.6 of the Overall Composite Proficiency Level. Students must annually advance at least 0.6 on their Overall Composite Proficiency Level. The Overall Composite Proficiency Level is comprised of Listening (15%), Speaking (15%), Reading (35%), and Writing (35%).

For the purposes of annual measurable achievement objectives, the same performance targets have been established for all students in grades K–12. The District is not separating AMAO targets for separate groups or “cohorts” of LEPs.

The following table presents data on (a) the AMAO targets for the percentage of LEPs making progress in acquiring English language proficiency and (b) the AMAO targets for the percentage of LEPs attaining English language proficiency.

English Language Proficiency Targets

OSSE has established the following English language proficiency targets for LEAs.

	2012-13	2013-14	2014-15	2015-16	2016-17
AMAO 1: Progress Targets (%)	61	62	63	64	65
AMAO 2: Attainment Targets (%)	16	17	18	19	20



State Assessment Requirements

LEPs in grades 3–8 and 10 are required to participate in annual statewide assessments, regardless of their English language proficiency. Two exceptions include:

- Recently arrived students for whom it is the first time participating in the reading assessment may be exempted and counted as participants provided they take the ACCESS for ELLs.
- Students with medical emergencies that do not allow them to participate in the assessment. Medical emergency exemption forms must be submitted by the school to the LEA, and the LEA must submit the form to OSSE for approval.

All statewide assessments are administered solely in English. An LEP may receive accommodations on the DC CAS based on that student's performance on the annual English language proficiency test (ACCESS for ELLs®). Only accommodations that do not alter the construct that is being assessed are permitted. For example, reading the reading test would undermine the very skills the test is designed to measure and is, therefore, not permitted. Students who receive accommodations that are considered modifications will be counted as non-participants when determining AYP.

Some LEPs may additionally have special needs. The LEA should check its special education policies and practices for these unique requirements. More information on accommodations for LEPs is available in the District of Columbia Test Accommodations Manual.

WIDA English Language Proficiency Standards

The WIDA Consortium, OSSE Standards for LEPs in Pre-Kindergarten through Grade 12, encompass:

- Social and Instructional language
- the language of Language Arts
- the language of Mathematics
- the language of Science
- the language of Social Studies

The WIDA English Language Proficiency (ELP) Standards are designed as a curriculum and instruction planning tool. The standards help educators determine children's English language proficiency levels and how to appropriately challenge them to reach higher levels.

You may download an electronic copy of the WIDA ELP Standards at www.wida.us.

Organization of the ELP Standards

1. The Frameworks: There are five WIDA ELP Standards, which appear in two frameworks: Summative and Formative. The two frameworks can be used for planning curriculum, instruction, and assessment of LEPs.

- The Summative Framework focuses on identifying the range of Model Performance Indicators (MPIs) that describe the outcomes of learning over an extended period of time.
- The Formative Framework, on the other hand, is geared toward guiding student learning and teacher instruction on an ongoing basis. It is intended to capture those aspects of instruction that are less typically measured by a test but are important to teaching and learning.

2. The English Language Proficiency Standards: The five English Language Proficiency (ELP) Standards are identical for the Formative and Summative Frameworks. They reflect the social and academic language expectations of LEPs in grades Pre K–12 attending schools in the United States.



Each ELP standard addresses a specific context for language acquisition.
The ELP standards include:

- **ELP Standard 1:** LEPs communicate for **Social and Instructional** purposes within the school setting.
- **ELP Standard 2:** LEPs communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- **ELP Standard 3:** LEPs communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.
- **ELP Standard 4:** LEPs communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.
- **ELP Standard 5:** LEPs communicate information, ideas, and concepts necessary for success in the content area of **Social Studies**.

3. The Language Domains: Each of the five ELP Standards encompasses four language domains that define how LEPs process and use them.

LISTENING	Process, understand, interpret, and evaluate spoken language in a variety of situations.
SPEAKING	Engage in oral communication in a variety of situations for a variety of purposes and audiences.
READING	Process, understand, interpret, and evaluate written language, symbols, and text with understanding and fluency.
WRITING	Engage in written communication in a variety of situations for a variety of purposes and audiences.

4. Grade-Level Clusters: Each standard is organized by grade-level cluster: Pre-K–K, grades 1–2, grades 3–5, grades 6–8, and grades 9–12.

5. The Language Proficiency Levels: By mapping the stages of English language development onto a continuum of second language acquisition, we begin to define the six levels of English language proficiency

Performance Level	Description
6: REACHING	<ul style="list-style-type: none"> • Specialized or technical language reflective of the content areas at grade level. • A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specific grade level. • Oral and written communications in English comparable to English-proficient peers.
5: BRIDGING	<ul style="list-style-type: none"> • Specialized or technical language of the content areas. • A variety of sentence lengths of varying linguistic complexity in extended oral or written disclosure, including stories, essays or reports. • Oral and written language approaching comparable to that of English- proficient peers when presented with grade-level materials.



Performance Level	Description
4: EXPANDING	<ul style="list-style-type: none"> • Specific and some technical language of the content areas. • A variety of sentence length of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs. • Oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communications when presented with the oral or written connected discourse with sensory, graphic or interactive support.
3: DEVELOPING	<ul style="list-style-type: none"> • General and some specific language of the content areas. • Expanded sentences in oral interaction or written paragraphs. • Oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written narrative or expository descriptions with sensory, graphic, or interactive support.
2: BEGINNING	<ul style="list-style-type: none"> • General language related to the content areas. • Phrases or short sentences. • Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one-to-multiple step commands, directions, questions or a series of statements with sensory, graphic or interactive support.
1: ENTERING	<ul style="list-style-type: none"> • Pictorial graphic representation of the language of the content areas. • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice of yes/no, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support.

Involving Parents in the Process

Educating and involving parents in the placement process can increase student achievement in becoming English language proficient and make the transition easier for students who are identified as LEP. Within 30 days of the start of the school year, or within two weeks of placement if not identified prior to the beginning of school, the LEA must notify the parent(s) of LEPs participating in ESEA Title III programs.

This must be done in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) can understand. If translation services are needed, they should be provided by the LEA or an agency that provides translation services, such as Trusted Translations (www.trustedtranslations.com) or Language Innovations (<http://www.languageinnovations.com/>).



The notification should include:

- The reasons for their child's identification as LEP and for placement in language instruction educational programs;
- The child's level of English proficiency, how assessed, and the status of the child's academic achievement;
- The method of instruction used in the child's program;
- How the programs will help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- Specific exit requirements for such programs, expected rate of transition, and expected rate of graduation if Title III funds are used for children in secondary school;
- How such programs meet the objectives of the child's IEP (in the case of a child with a disability); and
- The rights of parent(s):
 - To remove their child from such programs upon their request;
 - To decline to enroll in the program or choose another program, if available;
 - To be assisted in selecting from among various programs and methods of instruction, if more than one program or method is offered.

About ACCESS for ELLs®

The District of Columbia, as a WIDA Consortium Partner, uses the ACCESS for ELLs® English language proficiency test to determine the number and percentage of children making progress and attaining English language proficiency (ELP).

The Composite Overall English Language Proficiency Level is used to define "proficient" in D.C. The test score range is 1.0 to 6.0. For grades K–12, a student who performs at ELP Level 5.0 or above is considered proficient. The composite is weighted as follows: Reading (15%), Writing (35%), Listening (15%), and Speaking (15%).

Getting to know more about students' families, communities and home life can also help schools integrate LEPs into the classroom. This can include:

- **Identifying expectations and aspirations:** Discovering what is expected by LEPs, their families and their communities, and learning what they expect from themselves, through face-to-face conversation, can be very helpful in finding ways to support them. Having this information can help teachers avoid making generalizations and assumptions about individual students and their families. It's also good to hear directly from families and students about their aspirations. Schools, school teams, and teachers can help support students' and families' future goals.
- **Understanding the families' culture:** Teachers should spend time understanding the culture and traditions on the LEP and his or her family. When schools value an LEP's native language and culture, it shows respect and promotes diversity and multicultural principles. When schools support students' bicultural and multicultural identity and development, families will more likely feel that they are educational partners with their children's school.

Ingredients for LEA Success

To ensure that all children have equal opportunities to obtain a high-quality education, a comprehensive monitoring program has been established. The program ensures LEAs are compliant with federal and D.C. laws and regulations and gathers data to inform technical assistance (TA) needs and guide LEA leadership activities. LEAs that apply for ESEA Title II, Part A funds are reviewed once every two years. Additionally, LEAs should periodically evaluate the success of its EL program and make modifications as necessary.



Monitoring Indicators: Based on the requirements of ESEA Title III, Part A program regulations, a series of monitoring indicators have been developed. These include the documentation and interview data that demonstrates compliance in each area. The indicators are organized into seven elements, including:

1. Identification, place, and program exit
2. Appropriate programs
3. Appropriate staff and professional development
4. Parent involvement
5. Accountability and requirements
6. Fiscal requirements
7. Non-public school participation

Annual Measureable Achievement Objectives (AMAOs)

As part of the monitoring process, each LEA must develop Annual Measureable Achievement Objectives. OSSE has established the following AMAOs for its ESEA Title III, Part A process:

AMAO 1—Progress

Progress refers to the percentage of students that demonstrate Annual Progress in English Language Acquisition, which means moving from one level to a higher level of English language proficiency as measured by ACCESS for ELLs®.

AMAO 2—Proficiency

Proficiency refers to the percentage of students that attain a fluent level of proficiency in English language acquisition as demonstrated by obtaining an ACCESS for ELLs® composite score of 5.0 or higher.

Annual Measureable Achievement Objectives

	2012-13	2013-14	2014-15	2015-16	2016-17
AMAO 1: Progress Targets (%)	61	62	63	64	65
AMAO 2: Attainment Targets (%)	16	17	18	19	20

AMAO 3—Annual Measureable Objective (AMO)

In conjunction with the ESEA waiver granted to OSSE in 2012, AMO refers to the percentage of identified students meeting the set goal in the same academic content standards for reading and mathematics as English-speaking peers.



Resources Available to Teachers and Instructional Leaders

Suggested Readings:

Chamot, A.U. & O'Malley, J.M. (1991). *The CALLA Handbook*. Reading, MA: Addison-Wesley.

Crandall, J.A. (Ed.) (1987). *ESL in content-area instruction*. Englewood Cliffs, N.J.: Prentice Hall Regents.

Freeman, D. & Yvonne, Y. (1994). *Between worlds: Access to second language acquisition*. Portsmouth, N.H.: Heinemann.

Krashen, S. (1989) *Language acquisition and language education*. Englewood Cliffs, N.J.: Prentice Hall.

Richard-Amato, P.A. & Snow, M. (2005). *Academic success for English language learners: Strategies for mainstream teachers*. White Plains, NY: Pearson Education, Inc./Longman.

Short, Deborah J. (1999). *New ways of teaching English at the secondary level*. Alexandria, V.A.: Teachers of English to Speakers of Other Languages, Inc.

Teachers of English to Speakers of Other Languages, Inc. (1997). *ESL standards for pre-K-12 students*. Bloomington, I.N.: Pantagraph Press.

Valdes, Guadalupe (2001). *Learning and not learning English: Latino students in American schools*. New York, N.Y.: Teachers College Press.

Suggested Web Sites:

Sheltered Instructional Observation Protocol
<http://siop.pearson.com/about-siop/index.html>

Dave's ESL Café
<http://www.daveseslcafe.com>

English Language Teaching Web
www.elweb.com

everythingESL.net
www.everythingESL.net

National Association for Bilingual Education
www.nabe.org

National Clearinghouse for English Language Acquisition (formerly NCBE)
<http://www.ncela.gwu.edu/>

Resources and discussion forums
<http://www.tefl.net>

Teachers of English to Speakers of Other Languages
<http://www.tesol.org/>
(and WATESOL—Washington Area Teachers of English to Speakers of Other Languages)

TESL/FL Resource Guide
www.linguistic-funland.com/



Suggested WIDA information:

WIDA's ELP Standards, 2007 Edition: The ELP standards are available as two separate documents to reduce the size of the download. If you have any difficulty opening these documents, please make sure that your computer has the latest version of Adobe Reader installed, available for free at www.adobe.com.

Grade level clusters Pre-K-5
<http://www.wida.us/standards/PreK-5%20Standards%20web.pdf>

Grade level clusters 6-12
<http://www.wida.us/standards/6-12%20Standards%20web.pdf>

Other Resources:

<http://wida.us/index.aspx>
http://www.wida.us/standards/Resource_Guide_web.pdf
<http://www.doe.virginia.gov/>

Who should I contact if I need more information on ESEA Title III, Part A or have questions about the Resource Guide?

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You can also contact osse.title3@dc.gov.